



Protecting Southwest Florida's unique natural environment and quality of life ... now and forever.

Reptile Rendezvous

Pre and Post-Program Activities

Grade Level: 3-5

Next Generation Sunshine State Standards

- SC.3.L.15.1; SC.3.L.17.1; SC.3.N.1.5
- SC.4.L.16.2; SC.4.L.17.4; SC.4.N.1.7
- SC.5.L.15.1; SC.5.L.17.1

Program Overview

Reptiles Rock! Meet live reptiles up close and investigate what makes reptiles so unique. Uncover how reptiles have survived for millions of years and their importance in our local ecosystems and beyond.

Learning Objectives Students will be able to:

1. Analyze and describe how reptiles are classified according to shared characteristics.
2. Investigate adaptations that help reptiles survive in various environments.
3. Explain how scientists conduct investigations to gather evidence and make explanations about the natural world.
4. Describe how humans can impact the environment.

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Conservancy of Southwest Florida has been awarded Charity Navigator's prestigious 4-Star top rating for good governance, sound fiscal management and commitment to accountability and transparency. Charity Navigator is America's largest and most respected independent evaluator of charities.

Pre-Program Activity 1: I Think/Now I Know

Duration of Activity: 30+ minutes

Materials: computer to project reptile pictures, student charts (provided), pencils

Directions:

1. Before the Conservancy comes to your school to deliver the program, hand out student charts and brainstorm what students already know (or think they know!) about reptiles. Have them fill out the first column of their chart. Some ideas could include what reptiles eat, which ones are venomous, can turtles crawl out of their shells, etc.
2. As students are filling out their chart, project pictures of reptiles to help them along the way. Students may also think of/write down questions that they may have about reptiles for the Conservancy staff.
3. Complete the second column of the chart after the Conservancy visits your school.

Black Racer



Peninsula Cooter



Anole



Alligator



Crocodile



Reptile Chart

Name: _____

I Think That...	Now I Know That...
Reptiles are all	
Reptiles have	
Snakes	
Lizards	
Alligators	
Crocodiles	
Turtles	
Questions? What do you want to know about snakes, lizards, alligators, or turtles?	

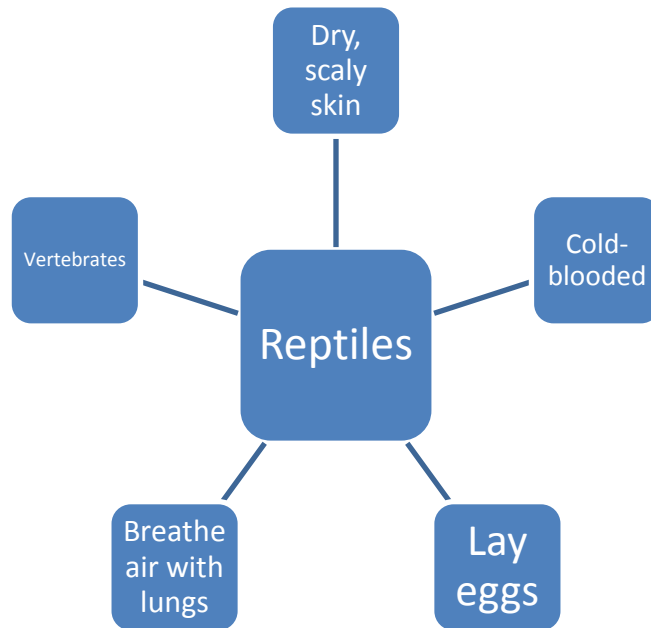
Pre-Program Activity 2: Reptile Adaptations

Duration of Activity: 1 hour

Materials: whiteboard, computer & projector, reptile worksheets (provided)

Directions:

1. Draw the following diagram on the whiteboard, leaving all boxes blank except for the center.



2. Engage students' prior knowledge. Ask, "What are some characteristics, or traits, of reptiles?" Fill in the boxes as students respond. Remember, reptiles are *lizards, alligators/crocodiles, snakes, and turtles*.
3. Explain that these characteristics are all ADAPTATIONS: traits that help an organism survive in its environment. Explain to the class that reptiles have been living on Earth for over 300 million years. They have been able to survive because of adaptations, both physical and behavioral. Defense mechanisms are also adaptations. Specific reptiles have specific defense mechanisms. As a class, watch the following short reptile video (~3 min) to elaborate: <https://www.youtube.com/watch?v=TAAtGDQkZzZ8>
4. Distribute student worksheets. Have students brainstorm (or research in computer lab or library) reptile defense mechanisms. Discuss answers as a class.

Reptile Defense Mechanisms

Name: _____

Describe the defense mechanisms of a snake.



Describe the defense mechanisms of an alligator.



Describe the defense mechanisms of a lizard.



Describe the defense mechanisms of a freshwater turtle.



Reptile Defense Mechanisms

Teacher Answer Key

Describe the defense mechanisms of a snake.

Sharp fangs for catching prey (mammals, other reptiles); some are venomous; camouflage to hide from predators; can sense vibrations to know when a predator or prey is coming; forked tongue to smell in multiple directions



Describe the defense mechanisms of an alligator.

80 sharp teeth that regrow; eyes and nostrils on the top of their heads to be able to see/breathe while mostly submerged; large size means few predators; thick, tough skin (have bony plates called "osteoderms" on backs- like built in armor)



Describe the defense mechanisms of a lizard.

Many can "drop" their tail when attacked by a predator and the tail will regrow; camouflage; speed; many can walk up walls and/or on ceilings, where most predators cannot. (Komodo dragons have sharp teeth and deadly bacteria, but are not in Florida)



Describe the defense mechanisms of a freshwater turtle.

Hard shell for protection (all turtles except sea turtles can hide inside their shell); webbed feet for fast swimming; claws to climb out on land; no teeth, but have a sharp beak and strong jaws for crushing or tearing apart prey



Post-Program Activity 1: Schoolyard Clean Up

Duration of Activity: 1 hour

Materials: pencils, worksheets (provided), clipboards (enough for every student or team), trash bags, latex gloves (optional)

Directions:

1. Review from the Conservancy program some of the ways that pollution can harm wildlife:
 - entangle/suffocate animals
 - eat plastic/Styrofoam/wrappers thinking it is food and choke on it
 - raccoons and other mammals can get their paws stuck inside soda cans and bottles
2. Select a safe, open place outside near your school (playground, canal, neighborhood, etc.) to conduct the clean up. Bring pencils, paper and clipboards.
3. Have students work individually or in teams. As they collect trash, have them make tally marks on their worksheets for the amount of each type of trash collected. In the end, come together to discuss any interesting findings.
4. Back in the classroom, compile all group's results into a graph. What type of trash was found the most? How could all of this trash harm wildlife? What could have been done to prevent it from entering the environment?

Name:

Type of Trash	Quantity (Amount)
Plastic	
Paper/Cardboard	
Glass	
Styrofoam	
Wrappers	
Tin cans	
Rubber	
Cigarette butts	
Other	

Post-Program Activity 2: Design a Reptile

Duration of Activity: 30+ minutes

Materials: whiteboard, paper, drawing/coloring utensils

Directions:

As a class, review general reptile characteristics (write on the board as students respond):

- dry, scaly skin
 - breathe air through lungs
 - lay eggs
 - cold-blooded
 - vertebrates
1. Next, review some of the more specific reptile adaptations and defense mechanisms (write on board as students respond):
 - shells, camouflage, claws, venomous, sharp fangs, webbed feet, large size, sense vibrations, speed, walk on walls, webbed feet, can lose and regrow tail, etc.
 2. Have students use their imaginations to create (draw/color) their own reptile! They may use a combination of any reptiles/adaptations that they wish. For example, they could draw a snake with four legs, webbed feet, and the ability to walk on walls! Encourage them to be creative. After they have drawn it, have each student name his or her reptile. For example, a lizard-snake-turtle could be named “Lizaktel.” 😊
 3. If time allows, have students each come up and present his or her creation, telling which adaptations it has, and how they help their reptile survive.